

Educational Technology WebQuest: "Training teachers to use a computer more effectively for instruction."

You have been hired as a team of instructional designers to develop training materials for classroom teachers who work for the *Barnard School District*. The problem is that while they have technology such as a computer in the classroom they not using it too effectively as determined by a recent comprehensive *needs assessment*. Your sponsor (Dr. Sponder, the Superintendent) is very specific in what he wants you to do. Your group has a good reputation for teamwork and creativity as well as having Ed Tech degrees (almost), and he has confidence you can do the job in the allotted time span (a little over three weeks). The sponsor has written what he wants you to know to get started. Generally, the Project Leader should be the person who requests more information about the project itself from the sponsor, if that is required. General questions about the technology or school—related subjects can be posed directly in class.

I want you to create instructional videos that will show teachers how to use computer more effectively than they are now for instruction and for making materials for use in their classrooms. We don't have a lot of computers in our schools so teachers must know how to get the greatest benefit from the computers they already have both in school and at home. We'll need this in three weeks so you'll get paid overtime for your services.

THE TASK

Your task is to develop a video of between seven and ten minutes—no more, no less— that will address one of the sponsor's areas of concern, which are as follows:

1. How to use a computer to make instructional materials that are non-electronic. What are some of the best materials for this target group?
2. How to use a computer to generate better looking and more professional documents including issues of typography and formatting.
3. Learning and applying appropriate copyright rules when using digital media to design and create classroom materials. What can you do, what can't you do?
4. How to use a single computer in the classroom with the entire class or large groups of students. What activities work the best and how do you implement them?
5. How to incorporate other media systems such as cameras projectors, scanners and anything else that can fit on a teacher's desk—in the one computer classroom (no SMARTBoards here).

THE PROCESS

As a group you will decide on one of the above topics to address, preferably something you don't know much about so you get a double benefit from this activity. Then follow the timeline on the next page to develop a training video training for a target audience of teachers or specialists who are similar to the focus of your Wiki group.

AUDIENCE ANALYSIS

There are 481 teachers and approximately 392 are not using technology significantly according to our research. 56% have master's degrees but only six have degrees in Educational Technology, roughly an average of one for every two schools in the district. Aim the instruction and informational content to an audience of teachers who have between two and four years experience so they are untenured and quite motivated to upgrade their skills. All can use a computer but primarily for email and surfing the web. This is not a comprehensive analysis but for this activity it is enough to go on.

Each one of you has a major task to perform as well as all doing the other things that are needed to complete the project. As a group, you will discuss the topic and possible content of your video, write a script for it and then record the content using camcorders, screen recorders, webcams and whatever else you can find. You can combine several media as well as technologies such as video and screen recordings. You should be able to edit your videos using iMovie or Windows Moviemaker or some other movie editing program on your computer. The narration will be scripted and can be recorded separately and later added to the video, or it can be recorded live.

Key Dates

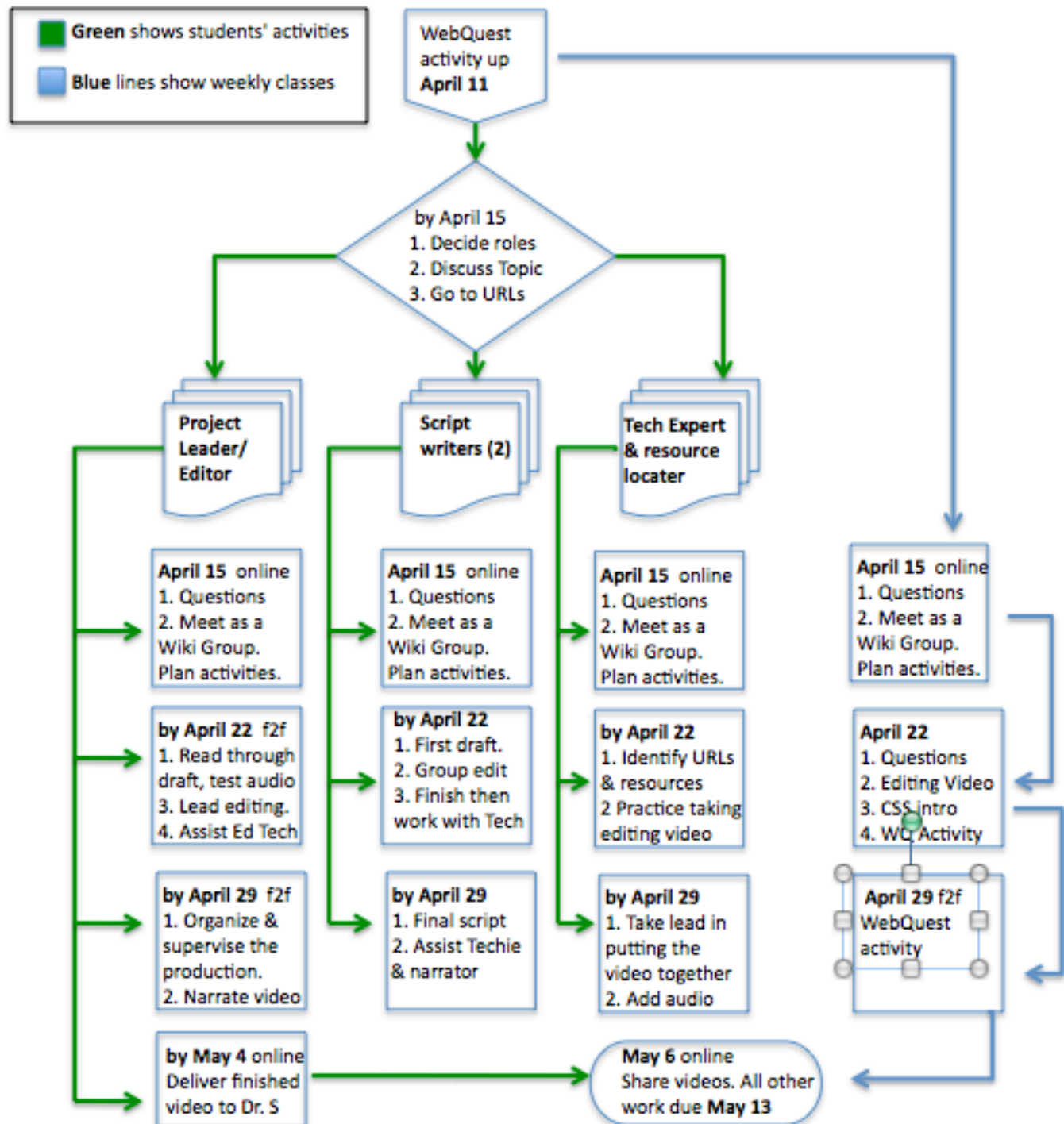
April 11-April 14
April 15 Online
April 22 f2f
April 29 f2f
May 4
May 6 online
May 13

Major Activities

Obtain this document-discuss team roles, visit the URLs for your job
Group meets online to discuss project and choose roles. Plan the activity with a tentative flowchart
Script Writers submit to the group a rough first draft based upon the Group's initial flowchart.
The entire class will be devoted to producing your videos. Can be polished up during the next week
Revisions can be made and project Leader submits video and any written materials to Sponsor
Last class and the videos will be made available online for all to see.
All class work due

ACTIVITY SEQUENCE AND TIMELINE

Please use the timeline flowchart on the next page as you work on the project. It is intended to present a realistic flow of activity from all team members and it correlates each person's task



All team members will assist other members as needed when a task needs a second or even a third hand to get things done. The Project Leader will be the narrator or can delegate the honor to another member of the team if mutually agreed upon. The jobs are as follows: Script writers (2), Technical expert/resource person, and Project Leader/Script /Video Editor as well as the narrator. If some students in the group students are missing from the group due to travel or excused absences they can assist any other team member when they return in addition to creating print materials to go along with the video.

As present in most all WebQuests there is a self-assessment rubric that you will use to assess your own work on the job. You will turn that in separately by uploading it to your webpage at the completion of the project. I will post a rubric in MS Word format in a week or two on the class website and you can use that for your scoring your self—evaluation.

Job Descriptions (all jobs are important for the successful completion of the project)

• Project Leader/Editor/Narrator

The project leader will oversee the development of the video and will help to keep it on time and meeting or going under the budget. The leader should be chosen by April 15 and will be the liaison between the team and the sponsor (Dr. Sponder). For assuming this responsibility the student received additional credit of up to five additional points towards their final grade, depending upon the job they do.

• Script writers/Editors/Technology Assistants if needed. (2)

Once the topic is determined and a sequence of events is planned the script writers work together to create the narration for the video. Once the narration script is finished they can still make changes if the video content needs it. In general you want to record the audio after the video so you can do a better job of synching the audio and video. When the script is finished they should assist the Technical Expert as needed.

• Technical Expert /Resource Person

The Technical Expert and Resource Developer is the person who gives *flesh* to the group's planning *bones*. He or she will locate resources for the video and whatever else is needed to record an effective video. He can get assistance from other team members if he or she determines that it is necessary.

• Written Materials Developer

If there are more than four people in the Wiki group that extra person will be a materials developer who will create materials such as handouts or booklets or activity sheets that will accompany the video. These should be developed in concert with the entire group or, failing that, with the Project Director. They should follow the same timeline as the Project Leader and submit the materials to the leader to accompany the finished video.

Suggested Links - You can also search and find your own

1. Videos [How to Make an Instructional Video](http://www.ehow.com/how_2107969_make-instructional-video.html) http://www.ehow.com/how_2107969_make-instructional-video.html
2. Scripts [Training video scripts](http://www.ad-land.co.za/video-resources/you-and-your-training-video-script.html) <http://www.ad-land.co.za/video-resources/you-and-your-training-video-script.html>
3. Narrating a Video [Narration Writing](http://www.videomaker.com/article/1798/Becoming_a_Narrator) http://www.videomaker.com/article/1798/Becoming_a_Narrator <http://www.audiofilemagazine.com/gvpages/narratorscorner.shtml>
4. Editing Video with iMovie Check YouTube [Apple Tutorials](http://www.apple.com/ilife/imovie/) <http://www.apple.com/ilife/imovie/>
5. MovieMaker2 [Editing Video with MovieMaker 2](http://presentationsoft.about.com/od/moviemaker/a/mov_mak_beg.htm) http://presentationsoft.about.com/od/moviemaker/a/mov_mak_beg.htm
6. Sites with Audience Level Content *You can find these better than I can*

Evaluation (Template to be posted to the class site shortly. and then filled out and uploaded as a file to your personal website) As present in most all WebQuests there is a self-assessment rubric that you will use to assess your own work on the job. You will turn that in separately by uploading it to your webpage at the completion of the project. I will post a rubric in MS Word format in a week or two on the class website and you can use that for your scoring your self—evaluation.

Rubric

The rubric below is what you will use to evaluate your work on this project. I will be posting one as a doc at the end of the term because this should only be scored at the end of the term.

Category	4	3	2	1	Score
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Project Requirements	All requirements met: Video is rated superior by the Sponsor and other viewers.	All requirements met: Video is rated good by the Sponsor and other viewers.	Most requirements met: Video is rated interesting by the Sponsor and other viewers.	Few requirements met: Video is rated as "needs work" by the Sponsor and other viewers.	
Teamwork (You in the group)	Excellent group dynamic. All members were 'on-task' and my contributions to the team were vital. I helped out with many other tasks and held up my part as a team member.	Overall good dynamic, however tasks may not have been equally distributed and I helped out with one or two other tasks. There were some chances to contribute that I missed.	Average: I didn't do as much as I wanted to. I did my job but did not assist any of my team members with theirs.	Below average - group did not divide work of equitably and there was a lack of cohesiveness. I did not show what I can really do.	
Job Performance (You alone)	Excellent I met and exceeded what was expected of me by my team and the sponsor.	Good: I performed well as expected of me by my team and the sponsor.	Average: I could have done a lot more than I ended up doing.	Below Average: I just couldn't get it together enough to contribute very much to the team effort.	

Conclusion

This activity is intended to be one model of how a project can be carried out by a team with a deadline with members performing different duties so they can all reach a common goal.

Notes

As you go through this WebQuest you may find a broken link or two. Please use your technology acumen to find an alternate site for your information. Group members who are traveling will produce written materials to accompany the video.